

CHILD STUDY

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H E A D L I N E S

It is a privilege and a pleasure to greet you, the members and friends of the Child Study Association of America, in this issue of CHILD STUDY. Although this issue goes to press only four weeks after my taking office as director, it is possible that the impact of the multiple impressions that have struck me will never again be as vivid as they are at present.

The distinguished accomplishments of the Association are familiar to you. Their influence is plainly discernible in the philosophy of various health, welfare, and educational agencies, in the work of many contemporary scientists, and in the heightened emphasis on programs for the promotion of mental health. Admittedly, the Child Study Association has not been alone in fostering this trend. Indeed, one of its greatest strengths lies in its consistent endeavors to work persistently and harmoniously with individuals and groups who seek truths wherever they can be found.

Our goals are essentially the same for the future as they have been in the past: to bring to as many parents as we can reach, sound knowledge and understanding about healthy child development and satisfying parent-child relationships. As new advances are made in the substance of this knowledge and as forward strides are made in methods of dissemination, the Association is, by its very nature, committed to adjust its program correspondingly. Our greatest and immediate task and challenge is to plan our program with these aims in mind: (1) to isolate and define for practical application the known basic principles of child development that mold human personality, (2) to refine and improve our methods of parent education in order to increase their effectiveness, (3) to assist, in conjunction with others, in the systematic training of personnel for parent education. Considerable progress has already been made. More, much more, remains to be done. And your interest and support is the most powerful impetus that spurs us on.

MILDRED B. BECK



Editorial

Each of us who has grown up in a family has experienced the impact of brothers or sisters, one or many — or, if we were an only child, the lack of them. How each of us was affected by this experience, to what extent we have been hindered or helped, damaged, threatened, or strengthened by these other personalities so closely tied up with our own, was determined by factors too complex and interwoven to be easily sorted out.

There can be no doubt that the greatest single factor was the love and acceptance of our parents for each one of us — their capacity to give it freely and fairly. Accidents of birth play a role too: One child is born at a time of family serenity, another at a time of strain. The illness or death of an older child may have distorted the welcome to a new baby, or made him doubly welcome. There is the accident of each child's place in the family — youngest, eldest, middle — each presenting its own hazards or compensations. The accident of unequal endowment, either physical or mental, cannot fail to affect each child's changing concept of himself. In the family all things are not equal. Learning to manage himself in the face of these inequities and inequalities, adjusting to conflicting pulls and personality needs within the family, is for each child a part of the process of growing up.

We have long known, even if we have not often acknowledged, that "birds in their little nests" do not always agree. Literature and mythology, from the Bible to Shakespeare, have furnished classic examples of brother-and-sister conflicts, ranging from covert jealousy and chicanery to fratricide. It has remained, however, for our own age to search scientifically into the depths of these relationships. Today, we are ready to abandon hypocrisy and sentimentality, and to examine honestly the strains within the family which so deeply affect the developing personalities of children. With such new insights we can hope to safeguard brothers and sisters against damaging rivalries. We can, too, learn to fortify those ties of common experience which bind together the members of a family.

THE EDITORS

That Dear Octopus – The Family

DAVID R. MACE

DAVID R. MACE, who took his Ph.D. in sociology, was the founder of the marriage guidance movement in England, where he opened and directed the first Marriage Guidance Center in London. Until last year he was executive secretary of the National Marriage Guidance Council, and is now its honorary director. He is the author of several books on marriage and of numerous magazine articles, including his regular feature in the *Woman's Home Companion*. He is now at Drew University for a year as visiting professor of Human Relations.

TO describe the family as an octopus may still be an approach calculated to outrage tender susceptibilities. We have but recently emerged from an era in which the home as an institution was no proper object for criticism or adverse comment of any kind. The concept of the family was, to use Shakespeare's vivid phrase, "sicklied o'er" with such a mush of unexamined and somewhat *ersatz* ecstasy that critical investigation of its functioning was sacrilege. The family circle consisted of Dear Papa, Dear Mamma, and the Dear Children. Their characteristic pose was seated in a neatly composed group before the fire, their radiant, glowing faces reflecting the romantic flickering flames of the blazing logs. There, in an ooze of mutual affection and admiration and blissful contentment, they doted upon one another. It was all Very Beautiful and Very Splendid.

Of course, everybody knew it wasn't really like that. But you never said so. That wasn't playing the game. You thought always of the family as it was supposed to be. Father was big and strong, and toiled tirelessly to protect and provide. Yet he was also the embodiment of backslapping heartiness, for his impressive dignity did not preclude the condescension of an occasional mood of magnanimous indulgence. Mamma in turn was so utterly devoted to Father's welfare and to that of her other darlings that of course she never thought of herself, and it was highly improper to suggest that she had ever possessed anything as sordid as an ego. The children likewise were unvaryingly dutiful and affectionate to their parents, loved each other devotedly, always played sweetly together, and strove indefatigably to earn that coveted epithet "good" which was the hallmark

of the Successful Child. If in respectable family life you ever chanced to observe anything which was at variance with this touching picture, you averted your eyes discreetly and held your peace. There were things which were not spoken of, not even thought about, for they were not supposed to exist.

I am not being merely cynical. In those bygone days, I verily believe, there was much in home life which fully justified and confirmed the conventional picture. But I am sure there was also much that belied it. Behind the strained, sentimental loyalty to the theoretical ideal, what dark disillusionments must have lurked, what seething resentments, what towering but unexpressed hostilities, what sinuous and sinister inhibitions! Still today, long after the false façade has collapsed and the truth about the family has leaked out and then poured out and then flooded out, the echoing reverberations of the conflicts and the unrealities bred in that age of repression continue to fall upon the attentive ear of the psychoanalyst. Just as the Victorian dream of a world where all was not only well but day by day getting better and better shivered into ironic fragments as the forces of reaction broke through and plunged mankind into an era of unprecedented violence, so the picture of a family life where all was smiling serenity was torn to shreds.

The family has tentacles. It was, I suppose, a courageous step to call one of the most realistic British films on family life by such a startling title as "Dear Octopus." Yet it was also a stroke of genius. Once the family octopus is brought out in the open and recognized for what he is, he becomes a pleasant enough creature. Properly tamed, he is most useful. Dislike the sharp grasp of his clinging tentacles as we may, he emerges in the end as a dear friend to whom we irresistibly return, finding peace and security in the very embrace from which at other times we struggled to be free. Home life, as we are now honest enough to recognize, can make exasperating demands upon us. It means inevitably the clash of conflicting wills, the frustrating of individual ends, the invasion of personal privacy. Yet, protest as we will, we want it and we need it; the proof of which,

as the film illustrates so clearly, is that we become so bewildered and lost as soon as we have freed ourselves from the clutches of the octopus that in no time we are rushing back to it and getting ourselves thoroughly entwined again. It is like the old legend of Twashti in which the man cried to his creator for a solace in his loneliness, and was given a wife; whereupon he asked that she be removed, because he found her unendurable; yet no sooner done, than he must have her back. A second request to be rid of her was too much for the creator, who petulantly observed that it was inconsistent of the man to be unable to live without his wife and yet unable to live with her. So it is with the family. Inconsistent we may be. Yet that is precisely our human predicament. The strains of living in a family can be well-nigh intolerable. Yet so can the strains of living without a family. Out of that baffling conflict, somehow we must win our peace.

The first step toward resolving a conflict is to admit that it exists. And it is just here that, despite all the chaos and turbulence of our time, we are so much better off than those unhappy dupes of the Victorian era. We are confronting reality; they were running away from it. We may be making miserably poor progress, but at least our faces are turned in the right direction. We know the difference between a practicable assignment and a pipe dream.

In case anyone who reads this is seriously allergic to octopi (or is it "octopuses"? — surely not!), let me introduce you to a devoted group of porcupines. If a British film is responsible for the octopus, you must blame Freud (at least, I *think* it was Freud; I am relying on my memory) for the porcupines. They are settling down to sleep together on a cold night. Growing drowsy, they feel the creeping chill and edge a little closer together for mutual warmth. As they huddle nearer and nearer, suddenly sharp quills prick tender skin, and they retreat precipitately to a more respectful distance. For a while the process goes on, the cold sending them shuddering toward each other and the prodding quills driving them away again. Finally they arrive at a satisfactory compromise — a position in which they derive from each other the maximum degree of mutual warmth consistent with the avoidance of mutually inflicted pain.

That, whether we like it or not, is family life. This thing we call the home is a complex of opposing forces — affinities and hostilities. It is an intermingling of centrifugal and centripetal drives which must somehow strike a balance. The swaying battle of pushing and pulling, of repulsion and attraction, can be

observed simultaneously at the three points where the family members are linked by the traditional role of unquestioning loyalty — the husband-wife situation, the parent-child situation, and the child-child situation. Let us consider each in turn.

My wife once brought home a pamphlet on marriage produced by some obscure religious sect. It described how marriage involved the "fusion of two personalities," of husband and wife. It may be true in a sense to say that when they marry a man and a woman, two people, become one social unit, one economic unit. But try to combine two personalities in a single unit and you encounter, thank goodness, an increasing resistance which may become under extreme pressure an implacable hostility. There is no need to explain this in terms of some elemental animosity which exists between the sexes, as some writers have tried to do. Indeed, I am inclined to the view that in harmonious sexual union a man and a woman come emotionally as near to fusion as it is possible or desirable that they should. No, the basic hostility that keeps them apart is the healthy assertion by the individual of his inviolable right to preserve his individuality, the protest of the discreet consciousness against any threat of absorption into another consciousness. I dislike fundamentally the idea of being squashed flat by a steam roller even if that steam roller should take the benevolent form of my wife, whom I dearly love. And my wife feels the same way about me.

The task of marriage, therefore, is to strike a fair and durable balance between the forces of attraction (the tentacles which would draw the two closer and closer until all freedom and independence is destroyed) and the forces of repulsion (the legitimate demand for personal separateness and individual expression). But the sentimentally romantic conception of marriage so widely current today unfortunately refuses even to recognize the validity of the hostilities between husband and wife. In this respect it is the precise counterpart of the Victorian concept of the lovey-dovey family which viewed animosities as wicked feelings to be suppressed and to be ashamed of. When young husbands and wives reared on this sugary doctrine encounter conflict, as sooner or later they must, they have no power to cope with it, for they cannot begin by recognizing its right to exist. They feel that it must be very wrong to feel hateful or angry or resentful toward each other. So they suppress their hostile feelings until their emotions become a raging tumult and the lid blows off. Rather than admit that married people can at times quite

healthily hate each other and live to love each other all the better in consequence, they turn their backs altogether on the idea of a mate who can inspire in them anything other than ecstatic thrills. Yet the truth is that some of the deepest joys in marriage emerge from the facing and circumventing of harrowing conflict, as most couples will testify whose relationship has come to a secure and settled maturity.

The parent-child link, like that between husband and wife, should also be maintained at its proper tension by the balance of opposing forces. But often the child, knowing nothing of good and right apart from what he is told by the omniscient adult, is at the mercy of the fussy, overprotective mother who grapples him to herself with feverish solicitude, and then assures him that the impulse to fight back which rises within him is a sign of wickedness and ingratitude. The melancholy and miserable train of guilt feelings which this situation engenders, and the back-firing behavior patterns which result, are too familiar to need description here. It is generally not until he reaches adult life, and finds himself stretched as a patient upon the analyst's couch, that the unhappy little boy is at last able to blurt out that he really hated his father or despised his mother. The pity is that if he had only been allowed to say so years before, the very expression of his hostility would have enabled the situation to be adjusted so that his natural feelings of affinity could reassert themselves. Why should it be wicked for a child to hate his parents now and then? I am sure that I have acted toward my children at times in ways which deserved their intense animosity. But the tradition that all parents are infallible dies hard. Not until this tradition is really dead, I think, shall we see the parent-child relationship at its best; for one cannot love truly and sincerely an imperfect human being whom one is not allowed to hate sometimes.

Brother and Sister Relationships

All that is true of the relationships between husband and wife, and between parent and child, applies with even greater force in the attitude to each other adopted by children born into the same family. Married people have, after all, chosen each other, and have the powerful pull of sex attraction to hold them together. The attachment of parent to child has deep roots, at any rate on the mother's side, in powerful biological impulses. But the bond between brothers and sisters has no such natural roots. It is here, more than anywhere else, that the external imperative of duty may easily conceal underlying hostilities which,

if not allowed to be expressed and so dissipated, may fester beneath the surface and eventually break out as running sores.

Brothers and sisters do not choose each other. They are fortuitously thrown together, regardless of the differences in their ages, sexes, and temperaments. From the first they have reason to regard each other as rival claimants for the mother's attention — a commodity that seems to them limited in quantity and not fully available to more than one child at a time. The rivalry and competition extend in other directions. A small boy in a family of three complained to his mother that the boy next door had a whole candy bar to himself. When his mother explained that there was only one child in the house next door and three in their own, his perfectly natural rejoinder, with a look of hatred at the other two, was "Well, why do you go on having them?" Why, indeed, clutter up the home with more and more hungry mouths to clamor for a share of the candy bars?

Attachments between children in the same family must grow, if at all, out of the habit of continuous association. What is the sense of telling children that they must love each other when they do not yet even like each other? To impress upon them that it is their duty to go through the empty motions of loving is to ask of children what it is hardly reasonable to ask of adults. What it means is that the child, desperately anxious not to fall out of favor with his parents, will suppress his hostility and jealousy and suffer agonies of guilt and fear every time they rise again within him.

Just because children in the same family may be so different, and just because they appear as rivals and competitors for the same eagerly desired benefits, the achievement of good fellowship between them will do much to fit them for the art of living in a world where the skillful managing of relationships is at least half the task of successful living. Few of us can make any real headway in human society until we learn to get on with others very different from ourselves. And by getting on with such people I do not mean acting a part in terms of coldly formal politeness but tolerating them with good humor based on an open recognition of what we dislike in them, disagreeing with them and crossing swords with them on various matters and yet maintaining a friendship and respect which may sometimes arise because of, and not in spite of, our recognized and accepted differences. It is a matter of common knowledge that those who have fought each other most vigorously, with

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Parents Are Children, Too

AUGUSTA ALPERT

Since receiving her Ph.D. degree from Columbia University some years ago, AUGUSTA ALPERT has worked as a child psychologist in progressive schools for ten years, in hospitals for five years, and now is a child analyst in private practice. She has written many professional papers and has taught at the College of the City of New York and at the New School for Social Research.

FAMILIES are made up of parents and children, but we tend to forget that parents were children before they became parents and do not cease to be children when they become parents. It is a truism, in this psychological age, that parents bring to their families the cumulative effect of their experiences as children, but for all but a few this is still only an intellectual generalization. If it is to be of practical use, parent education will need to help parents see how their childhood colors their parenthood. Parents who gain some insight into their early relationships with their own parents, sisters, and brothers usually understand their children better and are more mature parents.

A young couple had a standing grievance against books on child training. "The book says," they argued, "that a good relationship between parents is most important in bringing up normal children. Yet here we are, in love with each other, but our two children are in a mess; while our neighbors, who are always bickering . . ." They insisted that they adored their children, but that the more attention the children got, the "brattier" they became. "Don't parents have some rights, too?" these parents protested. What they would have pleaded, if they had had the insight, was "Aren't parents children, too?" When they were able to face this, they told of both having been "only" children. They were delighted with each other for having put an end to the loneliness of the only child. They were delighted with each of their babies; taking care of the babies reminded them of their own childhood games and stories. But when these same babies grew to normal self-assertiveness and egocentric oblivion of the "rights" of parents and all others, then it looked like more than the young parents had bargained for. Father and mother confided their resentment to each other, they "tattled" on their children to each other, and generally behaved like two older children ganged up against two younger

ones. (Of course, the entire family sometimes had fun together, but then it didn't matter that parents and children were all in one huddle.) In fact, the parents felt toward their daughter and son as if the children were in the position of the younger sister and brother whom they had longed for and yet dreaded in their own childhood. As if to prove it, they "confessed" that they were definitely partial to their older child. They prided themselves on having protected her against the usual jealousy of the first-born. In this family the second suffered that fate. Again "the book" was wrong!

It is too often taken for granted that a good relationship between parents is a guarantee of happy, normal children. But generalizations even if true are seldom helpful. The example of these parents demonstrates the need for caution in the use of generalizations in parent education. The fact is that husband did love wife, and wife did love husband, but neither loved their children! They insisted that both their children were wanted. Actually the children were planned for, but there is a difference between really wanting a family and spacing pregnancies. These story-book parents were relieved to be reinstated as children, after their strain of make-believe parenthood, and to be treated as such until they made further growth toward emotional maturity. It helped them to gain insight into how their identification with their children prevented them from being parents in a real sense.

An intelligent and warmhearted father felt very badly treated by four of his five daughters. He complained that they deserted him one by one and even turned against him, as they grew to be five or six years old. He knew he was babying the youngest girl too much, but he could not bear to have her go the way of the others. This made for tension in the family, with four of the girls bound in common resentment on one side, the father and the youngest girl in a mutual consolation pact on the other, and the mother trying to keep peace in the family. At first the father refused to accept the possibility that he rejected his daughters instead of the other way round. But it soothed him to talk of his own childhood.

He was the eldest of seven children. "I never got the smell of diapers out of my nose!" That was his

way of saying that he never got rid of the resentment against his mother and against the brothers and sisters who followed him. He always felt at the end of a long queue that separated him from his parents. Still he grew up in a jolly home and he got along well enough with his family. When he got married he wanted a large family like the one he grew up in and he welcomed each child as it was born. Unlike most fathers, he loved his daughters from infancy and enjoyed bathing and diapering them. It reminded him of helping his mother in the care of her babies. As he reminisced, he came very close to discovering that when he had shared these activities with his mother he experienced vicariously a continuation of her love for him. "It makes sense," he said. It also made sense to him that he sought to experience this feeling again with each of his children, that as he became preoccupied with each new baby, the preceding one "just dropped by the wayside." "No wonder they turn against me!" Getting the problem in focus helped him to face his disappointment at "being dealt a handful of girls," which was another hidden motive for the successive rejections. Basically he was a fatherly, almost a motherly, person, and was able to repair the relationship with his four daughters. When his childish wishes no longer stood in the way, he was able to enjoy his role as the center of a large and busy family.

The relationship of brothers and sisters undergoes changes as they grow up together. The rivalries of early childhood are either worked out in the process of growth or, more often than we like to admit, they are merely covered up for propriety's sake. Sometimes they have a way of coming to the surface again in disguised form, as in a parent's handling of her children. This was the case with a very conscientious mother of two. She claimed to love her son no less than her daughter, but she never felt sure of herself with the little boy. Somehow whatever she said or did seemed to have the wrong effect on him. She was particularly upset by his growing passivity; vaguely she felt responsible for this, although she could not see just how she had caused it.

It was her intention to be fair and establish equality between the boy and the girl, but she seemed further than ever from her goal. When she was a child, her brother was handsomer, brighter, and more fortunate than she in every way. She suffered dreadfully by comparison, and blamed her parents for doing nothing about it. She still smarted so painfully from her wounded pride that she could not see that nature had already settled accounts for her by endowing her

daughter more generously than her son. What she could see was that the balance she so earnestly sought was being upset by a dangerous reversal of roles, as her son became more passive while her daughter became more and more aggressive. As she began to see her treatment of her children in the light of her unresolved rivalry with her brother, she understood how her resentment of her brother forced her into the role of a vindictive sister with her son, and into an overprotective identification with her daughter. This helped her to distribute her support more on the basis of her children's genuine needs than on her own distorted ones.

The parent-child conflict within the parent which is the result of childhood experiences is never more clearly seen than when the parent is a member of a clanlike family. One such mother, known for her devotion and self-sacrificing nature, nevertheless suffered from so strong a sense of guilt toward her children that it upset the balance of the family. Her children sensed correctly the strong pull toward her "clan" and resented her halfhearted relationship with them. The more she yielded to them out of guilt, the more insatiable they became, and the more they competed among themselves as to who could be sick enough or bad enough to keep Mother at home. There was an unspoken agreement among them to keep Mother away from their common enemy, "the relatives." All her indulgence and extravagance did not make up to them for having a "part-time mother." Neither did it appease them to have their father on their side. It made the tug of war that much more exciting.

This mother hoped by her marriage to a mild man like her father to escape from the tyranny of her matriarchal mother, but she did not know the extent to which her fear made her dependent on her mother and her love and pity for her father bound her to the clan. She even sought to reproduce the marriage pattern of her parents, but the result for her children was a divided mother and a weak father. All of these complicated emotional entanglements were not easy to see, much less to shed. But to the extent to which she gained insight, this mother felt less hopelessly caught. The helpless child became a somewhat more helpful parent.

In all of these cases identification plays a major role in the parent-child relationship. This is as it should be. The capacity to identify with the child is the underlying secret of the "natural mother." Normally it helps the parent to sense how the child

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Houseroom for Hostility

HELEN W. PUNER

Formerly a magazine researcher and editor, HELEN W. PUNER is the author of *Freud: His Life and Mind*, two children's books, and a number of articles for various magazines. Her children, who obviously helped to inspire this article, are a boy seven and a half and a girl five.

EVERY morning as I drive my husband to the station, my eye is affronted by a billboard advertisement for a certain automobile company. An ideal family of four, larger than life but symbolic of the American dream of life, rides jubilantly in a new car. The face of the young father is unlined and confident. The mother looks well-rested, unharassed, and neatly got together. The children ride contentedly in the back seat. It is obvious that they have never had an unkind thought about each other. It is equally obvious that the mother has never nagged, the father never scolded, the whole family never had a moment's conflict, uneasiness, or doubt.

I am affronted for good reason. By the time I catch sight of this ideal family each morning, the following events have taken place in my own household.

I have arisen — reluctantly — at seven and suggested to Johnny, my son, that he wear a clean shirt to school that morning. The suggestion is resisted. I totter downstairs and start the cereal, eggs, and coffee. Johnny appears promptly for his breakfast (too promptly — his teeth *can't* have been brushed) but his sister, Lucy, is still upstairs dressing her doll. I call her once, amiably. By the third call, the one that gets her down, I have lost my amiability.

Lucy toys absently with her cereal as I hear her school bus give its warning honk from the next block — a signal that it will be on our block in five minutes to pick her up. I urge her to hurry. She remarks judicially that I am not the boss of her. Johnny comes in on cue. He says *he* is the boss of her. She appeals to me on the grounds that he is *not* the boss of her. I settle the boss question.

Johnny tears off, forgetting his gloves; Lucy makes the bus by dint of foregoing breakfast; I gulp some coffee, throw on a dress, and embark for the station with my husband.

All I used to need each morning to flood me with despair was the sight of the happy auto family abeam with fatuous good cheer. But I have recently come to

wonder if perhaps it is they who are wrong and my own family that is right.

All of us, I have decided, are confronted today by this schism between the ideal pictures of family life presented by books and myths, and the real thing as it is acted out in our homes — in other words, by the gap which yawns between Utopia and reality. Most of us stand trembling at the brink of this gap between what we feel we should be and what we are — the gap between the current injunction to show love for our offspring and our own guilty inability always to offer what we consider the genuine article.

The myth of the happy auto family is at constant war not only with our developing knowledge of human behavior but with what parents see happening in their own families every day. "Sibling rivalry" is technical jargon among sophisticated parents. The facts of jockeying for position, quarreling teasing, weighing privilege against privilege are well known to practically all parents of more than one child.

All of us know fathers who prefer their daughters to their sons. Deny it as they may, when this is true they give themselves away by greater tenderness and lesser strictness with their little girls than with their little boys. Similarly, the mother who unconsciously prefers her son to her daughter is so common a character that she has been celebrated in literature from the Greeks on. That daughters are prone to prefer their fathers to their mothers, and sons their mothers to their fathers, is a no less widespread familial fact. These are the rivalries breeding hostility which exist inherently in any family. To the observer they are visible or invisible depending on the degree of free emotional expression sanctioned in the home.

There are other sources of hostility fostered by the times we live in. The parents of today's children have lived through a great depression and a great war. They live now under the volcanic potential of an even greater destructive force. Whatever personal anxieties haunt them historically from their own childhoods are nourished and fed by our anxious climate. Thus, parents who are tense, anxious, over-protective, overpermissive, rigid, short-tempered, competitive are more common to the climate of the Age of Anxiety than parents who are not. And they are likely to be made more so by the contrast between

their own natures and the standards of limitless patience, wisdom, and flexibility implied by the books they have come to rely on.

If hostility is then part and parcel of our emotional equipment, if — or rather, since — we, as parents of good will, deplore it, how do we live with it?

Well, I for one see far less danger to our children in the world around us and in the kind of parents we *really* are than in our attempt to blind ourselves and rear children fictitiously in a world that doesn't exist. I have come to feel far less patience with the parent who unfailingly addresses his child with honeyed calm than with the one who sometimes loses his temper. I have seen more damage done to children brought up in an impossibly sweet and therefore unreal household than I have to children whose parents are not afraid to show their true feelings — however unlovely those true feelings may happen to be. I am not, of course advocating a regimen of unbridled outbursts on the part of parents. Like most mothers who have stopped to think about it, I am heartily in favor of parents' consciously controlling their damaging emotions. I am not in favor of burying hostilities until not even the parent is consciously aware of them.

I know a family where much damage was done because of the parents' implicit pretense that both the world without and the world within are flooded only with sweetness and light. There are two children in this family, a boy of nine and a girl of eleven. Four years ago when I met them, I thought them delightfully happy and stable. The girl, Emily, was and is attractive, charming, and polite. Jim, her brother, was and is fearlessly independent and competent.

There is no lack of "love" in this household. In the years I have known this family I have never seen the mother lose her temper with her children, speak one hasty word, or make a decision in an intramural squabble which was not fair or reasoned.

Two years ago, however, storm signs began to appear on the family's horizon. And last year, when Emily's strange fears could no longer be ignored, the storm broke. Emily would not, could not, ride in an automobile, particularly when her father was driving. She was afraid to go to school. She took to hoarding money and to worrying about death. When she eventually refused to go to school at all, her parents at last decided to take her to a psychiatrist.

In the meantime, it has become evident that Jim has progressed from admirable independence to aggressive bullying. He is unwelcome in most of the houses of the neighborhood, for he leaves a wake of

destruction and unhappiness behind him.

I know that the inner emotional life of this family is extremely complex, and that no single explanation is enough to account for these children's disturbance. But I know too that the mother's inability to face her own hostilities (for we all have them) plays an important role in the imbalance of her children. She presents so unrelenting a sweet-tempered, reasonable, and calm front that she makes her children ashamed of their own natural and less controllable emotions.

In another family I know, the problems of uncontrollable naughtiness and deep disturbance do not crop up. This is a family which recognizes that love and hostility are not at opposite ends of the emotional spectrum but are interpenetrated.

Bedlam seems to reign in this household — but only ostensibly. The mother, who is overworked and frequently harassed, shouts up and down the stairs at the children. The children shout back. One of the boys is always getting into mischief, but it is the kind of mischief which comes more from a desire to explore than from a wish to fight the world and show his parents. The mother's patience is exhaustible. She lets off steam at the children. The children seem to recognize the steam for what it is; and while they in turn let off steam with each other or with their playmates, they are generally liked and accepted in the community for being straightforward and lively.

Because their family life is open, because there is room for shouts, impatience, and quarrels, the children have not grown inward. They are not sly, they do not tease, they have no need to devise torments for each other and their parents. And when their love for each other is revealed, it shines. They are wonderfully loyal, sympathetic, and helpful to each other in times of crisis, and remarkably unerring in knowing and showing how they feel.

Ideally, it would be fine if families never quarreled or grew impatient, hostile, or tense among themselves. Since they do, and must of necessity continue to, I say that we accomplish evil, not good, by failing to accept this as one of the facts of family life. Instead of despairing when we lose our tempers with our children, when we fail to achieve the impossible in our attitudes toward them, let us recognize ourselves for what we are. Let us admit that our shortcomings are part of our heritage as human beings. For only when we face our failures, our hostilities — the whole side of our natures which we would prefer to forget — can our children in their turn face their own, and live at peace with them.

The Case of Geoffrey, a Twin

Adapted from the records of the Family Counseling Service of the Child Study Association

MRS. T. was referred to the Family Counseling Service by her pediatrician in October 1942 because her boy Geoffrey, one of identical twins eight years old, became ill each morning, seemed afraid of something the family could not understand, and was "frantically" refusing to go to school where he was in the third grade. The doctor found nothing physical to account for this behavior and felt that the psychological and emotional aspects of the problem needed to be examined.

The Immediate Problem

As the mother described the events that led up to this acute predicament, she reported that Geoffrey had always been the larger and the more responsible of the twins, and had presented no difficulties until the previous spring when, in second grade, he began to object to going to school because, he said, he had a teacher who screamed at him and who had reported him for talking in line. He had been sent to the detention room as punishment, and had become so upset that he had vomited. He continued going to school until the end of the term, but the next fall he had again refused to go. The first day the mother insisted; but he came home with a high fever, and both boys developed a "strep" infection. After Geoffrey got better, he wanted to go back to school but could not get himself farther than the front door without becoming ill. At this time, he also developed a nervous blinking of the eyes. The principal advised that the boy be kept home for a few weeks; but some six weeks had passed by the time the mother consulted the agency, and Geoffrey was still upset and hysterical at the thought of school. His brother Bob, however, had returned to school with no difficulty after his "strep" infection.

In describing the events of the previous spring, the mother mentioned that Bob had broken his collarbone twice, the first time in March when a group of boys piled on top of him on the playground, and again in May at home when he jerked his arm back to throw a ball. Geoffrey had been at home with a cold when Bob had his first accident. The boys were playing together when the second one occurred.

Early History

Medical evidence proved conclusively that these

were identical twins. Bob was born first, weighing over a pound less than Geoffrey who seemed sturdier from the beginning. Apart from their size, the babies were identical in appearance, but their behavior was very different. Geoff was quiet and good, Bob was colicky and cried a great deal. Bob was also more active and difficult to handle. They developed at approximately the same rate with minor variations; but their routines were never the same, and the mother found herself soon worn out trying to cope with their many demands. In desperation she asked her mother-in-law, who was widowed and living alone, to come to live with them to help her. As the children grew, they became more difficult. They developed a special kind of speech that they used only with one another and that was unintelligible to anyone else; they played together noisily and with great excitement, so absorbed in each other that they paid no attention to what was said to them. In order to break through this mutual preoccupation, the mother found herself yelling at them in a way she hated, so confused that she often would break down in tears. At the same time, the first doctor she had for them — not the one who later referred her to the agency for counseling — advised her to be strict with the boys and to keep them within a rigid routine.

When the boys were four, the mother was taken to the hospital suddenly for an appendectomy. While she was away the boys seemed even more difficult to manage. When they were five, Bob had to have his tonsils removed. He was tricked into this, and subsequently developed a temporary facial tic which the second doctor, consulted at this time, felt might have been precipitated by the way in which the operation was handled. At this time, Geoff began blinking his eyes. He went to a nursery group for a short time, and his blinking disappeared. At six, Bob had an appendectomy, which was followed by renewed face twitching in spite of his having been better prepared for the ordeal. Soon after Bob returned home, Geoff was rushed to the hospital with severe intestinal gripe and diarrhea, from which he was severely dehydrated. He voiced quite frankly his pleasure in being sick and getting his share of attention.

Both boys started at kindergarten when they were five, and were selected for first grade at five and a half. The mother felt that they were really not ready

for this as they were "mamma babies." Although the parents had requested that they be put in different sections, they had always been kept in the same school group. At home they were inseparable, playing together like puppies, refusing to leave each other alone. Yet they were easily irritated and critical of one another. They seemed to be constantly provoking one another to fighting, usually ending by running to their mother to have her straighten out the fight and smooth their angry feelings.

Parents' Attitude Toward the Children

The mother felt that she and her husband had always protected Bob, as he was the smaller, weaker, less aggressive of the two. At the same time, she had a feeling of confidence in Geoff, because he seemed more competent and mature. Actually, she said, she loved them both equally, but found her attention diverted from one to the other as they seemed to need her. Her mother-in-law favored Bob.

Parents Themselves

Mrs. T. was brought up in a small midwestern town, the younger of two children; her brother was three years her senior. Her father died when she was fourteen. She had always been sheltered and made much of by her whole family. Her mother, now remarried, is still living in the Middle West, near her married son. Mrs. T. came east to study art, and taught successfully before her marriage. She was gentle, intelligent, sensitive, eager to do the right thing, but was utterly unprepared for her two active, intense offspring. She said they seemed to take after her husband's family rather than hers.

Mr. T., who also came to talk with the counselor, was a serious, kindly man, somewhat preoccupied with his professional work as a lawyer, also bewildered by the problems his boys presented. He was the oldest of three, having two younger sisters. He seemed to take a less active role in the household, seemingly glad to let his wife handle the children, with his mother's help. He admitted, however, that he too often lost his temper, especially when the boys seemed so difficult to reach. Both parents accepted the idea that Geoff's immediate problem could not be attacked until more was known about both boys. They agreed to have a thorough personality study made of each boy through psychological and projective tests that are currently in use.

Test Results

The tests revealed that both boys were of good intelligence, though Bob did not always use his

abilities to their best capacity. Geoffrey showed understanding considerably beyond his years, yet his performance, too, was impaired by his tending to retreat into fantasy for some of his satisfactions, and also by his having too high an expectation of himself in certain areas. Although he did not seem to be too aggressive by nature, any tendency toward aggression seemed to have been discouraged so that he did not trust himself to express his aggressive feelings. At the same time, he showed possibilities for much better adjustment if he could be encouraged to assert himself more normally and to accept himself as he was. Bob showed less maturity. Although possibly more lively and aggressive by nature, he too seemed to be in considerable conflict about handling his aggressions, and, in fact, gave evidence of possibly deeper disturbance than Geoffrey. In view of the fact, however, that at the moment Geoff was the one who was having difficulty in his everyday life, it was decided that Geoff be given some immediate help. Accordingly, he came to the agency for weekly visits with a counselor. At the same time, the mother continued her contact with the counselor, too.

Interviews with Geoffrey

Geoffrey came willingly for his interviews, and was well aware that he needed help with his problem. He talked about his wish to be able to go to school, but as he talked his face would cloud over as he described "that feeling" of illness and nausea that prevented him. When he had visited the agency for the first time for his tests, he had spontaneously drawn, with great skill, some pictures of the heads of pioneer woodsmen. He had commented, "I haven't been able to draw lately. I used to do this well." Subsequently, his mother reported that he had been pleased that he had been able to draw again. This releasing of faculties that seemed to have been temporarily paralyzed augured well for his progress, and started his contact with the counselor on a positive basis.

In many such cases an attempt is made to get a child back to school as quickly as possible, helping him to work out his difficulties while he is in his usual routine. On the basis of staff discussion with the supervising psychiatrist, however, it was felt for special reasons that cannot be gone into here that Geoffrey might suffer a real breakdown if pressure were put on him to go to school at this point.

It was agreed, therefore, that he was not to go back to school until he was better able to meet the situation, and the principal of the school agreed with the

plan, at least temporarily, knowing that Geoffrey was getting outside help. The counselor did not press Geoffrey about his school problem, but let him talk about it as he would, along with other things. For a number of weeks it seemed as if the boy were making little progress, but in his hours at the agency he gradually became more relaxed and more able to express himself in a variety of ways. Sometimes he drew pictures, sometimes he dictated stories, sometimes he and the counselor merely played games. As he drew or played, he often talked, sometimes of the boys in school but most often of Bob and the many fights they had. He mentioned Bob's accidents with little evidence of disturbance, and did not seem to feel involved in them in any way. But his preoccupation with fighting showed itself in his pictures and stories. They all centered around cowboys and gangsters, fist fights and murders, with the "good" man killing off the "bad" one time after time. Often there were brothers involved in these episodes, sometimes on the same side of the fight, sometimes opposing one another in constantly shifting patterns, but the boy's preoccupation was apparent. Several times the subjects shifted. Once, when Geoffrey seemed to be making little headway in understanding or in meeting his difficulties, he drew a realistic picture of a diver looking for buried treasure, in which the diver looked unmistakably like himself. On another occasion, very quickly and with great skill, Geoffrey drew a picture of two men in a prize ring, surrounded by a sea of faces; as they approached each other, however, they were shown going forward with outstretched arms and smiles, saying "My long lost brudder" and "My brudder, Cockeye!"

During this time he also reported several dreams which the counselor wrote down as she did his stories. The worst dream, he said, was one in which first his mother and then Bob were killed by bandits; he was about to be killed himself when his grandmother saved him by grabbing the knife out of the killer's hand; after considerable wandering, he returned home at the end of the dream to find his mother miraculously unharmed and waiting for him. Since the work with Geoffrey was not intended to be a deep analysis, this material was not explored at a deep level. There was one thread that ran through much of the boy's thinking and that indicated where he felt the pressure was too much — the conflict of his feelings toward his brother. It was this line, therefore, that the counselor followed, pointing out the more obvious implications of his stories and drawings. She was able to share with the boy the realization that all brothers

— and especially twins — have mixed feelings of love and hate for each other, and also to point out that, as in the dream, so in reality his mother — and also the counselor — were there in the end to help him just as he had seen in the dream.

At first while he was coming to the agency, he seemed to be slipping even further back in his ability to meet situations. He refused completely to go to Sunday school where his attendance had been sporadic, he no longer joined Bob and the other boys when they went to the neighborhood movies together, and he was more and more reluctant to have his mother leave the house while he was there. Since he was *always* there during school hours, she could only go off after school when Geoff seemed to slough off his worries well enough to play with the boys on the block. Gradually, however, he began to resume some of his activities, and went to Sunday school with his mother for the Christmas play, reporting it to the counselor with some pride.

Family Cooperation

This was a difficult period not only for Geoffrey but for his family as well. The mother had to meet the constant questions — and implied criticism — of her friends and neighbors and only the continued contact with the counselor kept her from becoming utterly discouraged. During this time, however, she began to get further insight not only into her boys' needs, but into the important role she played in their lives. She began to see how quickly Geoffrey responded to her moods, and how easily he was upset when she lost her temper. But she began to see, too, that Geoffrey was improving; the blinking which had been quite marked at the beginning of his school troubles gradually disappeared, his worried, turned-in look faded, and he seemed much happier and more resourceful. At one point, the father, too, became restless, and the counselor had to interpret to him also the reason why the boy's problem was being handled as it was. The patience and understanding of the parents and of the school were invaluable in helping the boy toward an adjustment.

For the school had to cooperate, too. It was felt that when Geoffrey went back he should be placed in a section separate from Bob. This presented a problem, as the only other group was doing somewhat more advanced work, and by this time Geoffrey had missed several months of school. The principal and teachers were prepared to take the chance that he would not be too far behind, hoping that Geoffrey would be able to keep up with the work when he once started at

tending regularly. The new teacher, interested in the boy's dilemma, discussed the matter with her class, as a result of which Geoffrey received thirty-four separate letters asking him to come to visit his new group. He was pleased and excited, and brought them carefully tied up in a box to show the counselor, but still he could not get himself to go.

At this point, it became apparent that it could not be left to the boy to make the final decision to go back to school. His general progress seemed to be such that he could, with help, face the situation through, since he now had more insight into himself and more confidence. In his interviews he was far more direct, much freer in discussing his feelings, much better able to express himself boldly in stories and pictures. He had already shown his ability to put up with some physical distress, when he had gone to the movies with the boys to see a picture he did not want to miss and had had a stomachache on the way, but had found that it subsided when he got into the theater. Accordingly, the counselor took the initiative, saying that she now felt that he *could* go to school even though it would not be easy, and even though he might not feel well.

And it worked. In spite of his stomach distress, the mother got him to go the following Monday, assuring him that she would stand by, and reminding him that whatever happened he could discuss it with the counselor at his regular appointment that afternoon. It wasn't easy, but the boy pulled himself together, although he insisted his mother stay in the classroom even though the children might make fun of him. What helped very much was the friendly attitude of the teacher and the fact that Geoffrey could contribute to the discussion about Marco Polo because he had read about him at home in a comic book! The next day, his mother stayed in the building but not in the classroom, and soon Geoff was able to let her go home provided she came to meet him when school was out. On certain days he seemed more upset in the morning, especially after weekends and holidays, but the mother, carefully briefed and recognizing that the boy must be helped to continue without interruption, managed to tide him over the rough spots. In time, he came and went without his mother, caught up with the work of his class, and the immediate crisis was over.

Sequelae

Geoffrey continued to come to the agency for some months as it was thought advisable to have him consolidate his gains, and continue to have the support

of a friendly outsider. He seemed to have matured through this experience, and through having learned that he had reserves of strength on which he might call. He developed new friends, independent of Bob, and enjoyed his schoolwork. He could not help, of course, lauding it over his twin, bragging about *his* group as compared with the other, and leaving Bob quite cruelly when his new friends came around. But somehow the fights between the two seemed less intense when they occurred, and there even were times when Geoff seemed quite tolerant of his grandmother when, as usual, she did something that showed her preference for Bob.

And Bob? During Geoffrey's crisis, he had been most considerate, trying to help and encourage him. At the same time, he seemed better adjusted and more competent than he had ever been before. It was only some months after Geoff was back at school that the picture shifted, and Bob was the one who seemed without friends, and who was more irritable and difficult at home. Then it became necessary for the parents to focus on Bob's problem, as the counselor had anticipated. But that is another case history.

Summarizing the general tenor of events since that time: The next summer, the boys went away to camp for the first time, at the family's request living in different bunks. Their development has been uneven, continuing with ups and downs in the seesaw pattern common to twins, but the parents have been understanding of their different needs and have encouraged them both to achieve success in separate ways. Now at fifteen they are attending different high schools, Bob following a general academic course and Geoffrey developing his interest in art. They still have tempestuous times, but they also have a close bond of understanding and still have their special secrets and private jokes. The mother reported in a follow-up interview that she has taken up painting again, finding it a relief from the noise and tension of these past years. She admitted somewhat ruefully, however, that she was not looking forward too eagerly to what the next years would bring, when her young men's lives would be complicated by girls and dates! She guessed, however, that if she had weathered the past, she could take the future.

Discussion

The account presented here is necessarily sketchy and incomplete, but it is perhaps enough to suggest that Geoff's inability to go to school was the expression of basic conflicts of which he himself was not

(Continued on page 59)

Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

We have tried very hard to keep our little girl, Susan, from feeling jealous of her baby sister, but sometimes I wonder if we haven't gone too far. My husband and I devoted ourselves to her as much as we could during the baby's first months, and often the baby seemed forgotten. Now when our younger daughter is two and Susan is almost five, Susan is bossy toward us and mean to her little sister and says she wishes the baby would stay out of her way. She seems as unhappy about the baby as if we had done nothing about it. What went wrong, and what can we do about it now?

MRS. S. B. G.

Parents today seem to be generally aware, as you are, of the jealousy problem of an older child, and, like you, are discouraged and disappointed to find that these first children still resent the baby in spite of all their efforts. But there are almost sure to be some feelings of jealousy no matter what parents do. This seems to be an inevitable by-product of growing up in a family. The important point is not to expect that feelings of jealousy can be prevented, but rather to help the child handle them when they occur.

Going all out to center your attention and your time on the older one may not have been the best way to go about it. Of course, you were right to be aware of Susan's situation; she needs to know that you continue to love her and haven't lost interest in her. But could you perhaps also have shared with her your interest in and love for the baby, making her a real part of the larger family instead of separating her off for exclusive attention? She should have times alone with you, of course, but she should know that the baby has claims on you too. Her bossiness toward you, as well as her annoyance with her little sister, may in effect have been fostered by your implying that she was the only one who mattered. As the baby became more of a person, Susan must have sensed that she was not — and ought not be — the only one who mattered. She may have been made

confused and uncomfortable by your very overconcern.

Protecting children completely from difficult emotional experiences is not the answer. Instead, we must help them to meet the realities. We can make it clear that we understand and accept the conflicting feelings that may be aroused. We can stand by with sympathy and support as they learn from us that hostile feelings can be redirected and controlled. Don't be afraid to show love to the baby. Through real situations, honestly worked through, children grow best. There is still plenty of time to give Susan this kind of help.

My daughter Priscilla, aged eight, doesn't ask as much from me as the others — in fact is quite undemanding. Yet she seems to feel that her older sister Nancy is brighter and more attractive, and that her younger brother Billy gets all the loving. She herself is undemonstrative, yet she seems uncertain of my love. When I try to reassure her that I love her just the same, she turns away from me. How can I reach her?

MRS. P. B.

The middle child is often apt to suffer from the feeling of being a nonentity, caught between the older and the younger ones. Your Priscilla is apparently not reassured by a "love you just the same" attitude. "How could you," she reasons, "when Nancy is so much prettier and smarter?" She wants to be loved, not just because she is one of your children but for herself, as a special personality. It isn't easy to give her this feeling, but each one of the children needs such recognition — the oldest, the middle, and the youngest. The middle child may find it hardest to get a feeling of her place in the sun, so she may need special time with you, or with her father. Study her interests and skills, and help her develop them, whether it's making doll clothes or puppets, cooking or painting — or might her father take her to baseball games, or ice skating, or play tennis with her?

Meanwhile you'll want to keep a mother's eye on Nancy and Billy, lest they feel slighted in comparison.

Of my two boys, six and nine years old, the six-year-old is the adoring slave of his older brother. The younger boy echoes all the older one's opinions, tries to imitate even his mannerisms, and

hops around to do his bidding. Some people think this is just a charming display of brotherly devotion, but I'm not happy about it.

MRS. F. W.

In this case, just urging the boys to be different may not accomplish what you want. Are we right in assuming that the older boy doesn't actually bully the younger, but simply takes advantage of the younger's willingness to accept the passive role in their relationship? Though it's important for the six-year-old to realize that his parents are better pleased with him when he doesn't yield constantly but sticks up for himself and his own opinions, you will need to offer a concrete program too. The younger boy can be helped by developing as many skills of his own as he can; he needs activities, interests, and real opportunities for self-discovery and an individual life of his own. While you can't force these things on him, you can help him realize that greater self-assertion is a problem for him, just as a different type of boy has to learn to control his aggressions.

Both your boys may develop better if they lead their lives more separately. Are there plenty of opportunities for the younger one to have his own friends to himself? Do you see to it that the older one is out of the way at these times? Have you considered separate play groups, summer camp, or even schools? You must also consider carefully the possibility that you or your husband may have subtly, if unwittingly, encouraged this state of affairs, and that a different attitude on the part of one or both of you might bring about a change. Parental attitudes are often, though not always, the determining factor in the personality development of a boy of this kind. Consultation with a psychiatrist might be very useful here.

These children, of course, need satisfying relationships with both parents, but the younger one particularly needs encouragement and companionship from his father. He needs to find a father who is at once realistic about his son's problems and also genuinely sympathetic about the difficulties a boy of this kind finds in making a change.

My daughter of seventeen and my son of fourteen are both excellent students, and both have rated very high in intelligence tests. My daughter has always made friends easily, has excellent work habits, and seems to achieve success in everything she does. My son's marks in school have actually been higher than his sister's, but his social adjustment and his relationships with his teachers are not as good.

Also he quite openly is very competitive with his sister. I began to realize how serious this was when he said, "Everything that Ellen does seems so much better than what I do. Her 95 per cent looks better to me than my 97 per cent." He is constantly pushing himself to do better than his sister does for fear that he will not have our approval. Can you tell me what I can do to reassure him?

MRS. B. J. R.

Isn't it possible that this situation has a rather long history? Since your son is three years younger, he must have been aware very early in his life that his sister received the approval of her parents for good schoolwork. When he got to school and began to have his own successes, his sister was still ahead of him, and perhaps his achievements did not receive quite as much approval as hers had since they were no longer new to the family. It may have seemed to him then that he could never catch up with her. This is perhaps an oversimplification of the problem — there must be many other factors that enter into it. For instance, how much opportunity did your boy have to do things with his parents alone without his sister?

Whatever the reason, there are many things that can be done now. One of the most important is to show by words and actions that you and his father are proud of him for what he is, and not for what he strives to do. This may not be so easy if in your home there is a great deal of stress on academic achievement, but since he is such a good student he surely meets these ideals.

See what you can do to encourage other types of experiences for him. Arrange to have parties for his friends alone; invite his classmates to dinner. But most important, as parents examine your own feelings. Are you sure you really aren't looking to him to live up to his sister's standards, or to exceed them? With a little encouragement in other directions, it would seem that your son could do very well on his own.

Books of 1949

The annotated list of books selected from those published last year which will be found most helpful by parents, teachers, and professional workers in social work, child guidance, and family relations will appear in the next issue of *CHILD STUDY*. This list has been compiled by the Bibliography Committee of the Child Study Association.

Suggestions for Study Groups

This outline is based on the articles in this issue and is offered as a guide to readers who wish to use CHILD STUDY as source material for group study and discussion. The department is edited by Margaret Meigs.

BACKGROUND FOR DISCUSSION

This issue of CHILD STUDY, with its emphasis on the realities of family life, calls upon us to broaden our concept of the "happy" family. Leaders will want to keep in mind that many of us will find it hard to give up this cherished ideal, and will resent the loss of such a consoling, if burdensome, dream. There will be others who will seize upon this picture of the family in conflict as a sufficient justification for the destructive confusion and unhappiness their own neurotic behavior is encouraging in their households. In working our way toward a sound concept of family relations as they actually exist, we must take care that the hollow ideal of the ever-harmonious family group is not supplanted by an equally false specter of a family forever at war within itself.

Especially important to the study group and its leader will be the article by Dr. Alpert. This sets the group not in quest of the different possible schemes to avoid excessive friction in the family, to appease the jealous child, to hearten the unconfident, but rather in search of the understanding of self that alone will enable one to make effective use of these devices.

At its best, participation in a study group means more than the passive absorbing of information. In addition to an intellectual appreciation of family problems, members may experience by means of group discussions under skillful leadership a genuine emotional maturing through the recognition of their feelings, and the discovery that they are not alone with their emotional problems. The very fact of meeting together, the comradeship and responsibility that a study group can engender, may be in themselves aids to growth. With proper guidance, the group may also plan various undertakings, from community betterment projects to artistic activities that will offer its members the kinds of experience through which they may develop in new directions.

To Discuss

Discuss the signs that distinguish the family that is peaceful on the surface only from the one in which good humor reflects basic friendliness; the family in

which a good deal of superficial bickering and unfriendliness can be observed from the one in which the ill humor springs from deep unhappiness and dissatisfaction.

What "rights" does a parent have? What counterbalancing responsibilities? Reconcile the "right" to express one's feelings with the responsibility not to overwhelm another with them. (Refer to Dr. Lawrence S. Kubie's contention in "Problems Parents Can Prevent," CHILD STUDY, Spring 1949, p. 56, that the overt neurosis is less damaging than the one concealed.)

Dr. Alpert says that "acceptance by brothers and sisters . . . is essential to the formation of a healthy personality." Dr. Mace states that "children who seem to be irrevocably hostile [may] grow up not only to tolerate each other but to enjoy each other." Are these assertions antithetical? How can adults understand that loving and hostile feelings may exist side by side, or may be expressed alternately? Can the children themselves appreciate this? How may parents learn to accept the children's feelings of hostility as a part of growing up, and help them to understand and handle them? Discuss the way in which this type of parental guidance is healthy as compared with repression which is damaging. (See "The Problem of Jane," a Case Record, CHILD STUDY, Winter 1948-49.)

Discuss the family needs of the only child.

Have twins problems that are different from those of brothers and sisters of different ages? Discuss.

Some writers have mourned the decline in popularity of the large family. (See especially the editorial in CHILD STUDY, Winter 1949-50.) Discuss this point with reference to brother-and-sister relationships.

To Read

Gruenberg, Sidonie Matsner. *We, The Parents*. Harper, Rev. Ed., 1948. Chapters 2, 4.

Levy, John, and Munroe, Ruth. *The Happy Family*. Knopf, 1938.

Staff of the Child Study Association of America. *Parents' Questions*. Harper, Rev. Ed., 1947. Chapters 3, 12.

Wolf, Anna W. M. *The Parents' Manual*. Simon & Schuster, 1941. Chapter 4.

"What Can Psychiatry Offer My Child?" CHILD STUDY, Spring 1949.

Child Study Association pamphlets and leaflets:

Auerbach, Aline B. *Discipline Through Affection*.

Gruenberg, Sidonie Matsner. *The Modern Mother's Dilemma*.

Jealousy and Rivalry in Children.

Children and Divorce

SIDONIE M. GRUENBERG

INCREASINGLY, divorced parents have come to the Child Study Association with their problems. In the spring of 1949 an open meeting on the topic of "Children and Divorce" was held for members of the Association. Out of this developed a three-session discussion group, that met in the fall, which I led and of which this is a report.

At the first of the discussion meetings it was at once apparent that there was a subtle difference between this group and the Association's usual study groups. Parents who attend the study groups have certain conscious needs that they come to discuss. Here there was not only a consciousness of certain needs but an atmosphere which was highly charged emotionally. Each person appeared to be wrapped closely in his or her individual problems, and seemed to be challenging the leader to produce a solution. Early in the session, the leader pointed out that divorce is like surgery, often necessary, always painful, but something that can mean a renewal of life for all concerned. A bad marriage and an unhappy home might prove more tragic to a child than divorce.

By the second meeting, all were laughing together. This was a healthy sign, an indication that a better perspective might eventually be achieved by the members of the group. They had become a group instead of an aggregation of distressed individuals.

By the third meeting, the atmosphere was definitely more relaxed. It was obvious that the discussions had brought about a measure of relief from worry, fear, and the sense of guilt that divorce always carries in its wake.

In these meetings, the same discussion method was used as had proved effective with parents who had been organized according to age of children or around

a specific aspect of child rearing. The members of this group had only one experience in common — divorce. The group discussion process affords the release that comes with the knowledge that what may have been considered an individual problem, others too have experienced and met. This knowledge in itself brings relief and a sense of encouragement. However, since divorce is so often tied up with deep emotional conflicts, it was recognized that the additional help of the Child Study Association Family Counseling Service would be needed to supplement

the discussions for those individuals who needed further guidance.

As in many parent groups, these parents helped each other by sharing their experiences. For example, one divorced mother heard another say, "Yes, it was the same with me, but three years later it turned out this way." It was comforting to realize that time alters situations, and in most cases improves them.

The specific problems confronting these parents revolved primarily around the following

questions: How should the news of divorce be broken to the children? What are the best visiting arrangements? How can one parent be prevented from disparaging the other to the children? How can the mother regain her emotional balance? Is it wise to have men friends visiting the mother's home when she has custody of the children? How can the home be made less lonely and sad? What can be done about the child who returns from a visit in a rebellious and unmanageable state because the father spoils her? How about the father who shows no interest in the child at all? Or how about the child who bitterly resents the father and protests each visit? Since there is so much conflict for the child, would it be better to remove him from the other parent altogether for

Thirty-two women and five men registered for the discussion group. Of the twenty-eight who answered a questionnaire, seventeen were divorced; the others were either contemplating divorce or had already been separated. The length of time of divorce or separation ranged from one month to seven years. In fifteen cases there were two children; in twelve, one child; and in one case there were three children. Most of the children were in custody of the mother. In fourteen cases the children were supported by the father; in six cases, by both mother and father; in five, by the mother alone; and in two, by the father and grandfather. Eight mothers held jobs—five through necessity, three by choice. Four of the women had remarried, as compared to seven husbands. In four cases stepchildren were involved; in one case there was a new child. Visiting arrangements were as varied as the number of people involved.

the sake of peace and harmony? Can a child's love for the father be encouraged when he is giving little or no financial support? If the support is inadequate, should the mother go to work even if the child is very young? How can the remarriage of the other parent be explained to the child? And so on.

The most that could be accomplished in these brief discussions was to bring out some basic principles which could be used as a springboard for understanding attitudes and determining conduct. That children are hurt by divorce was realized by everyone. How well and fast the scars can be healed, it was pointed out, depends largely on the parents' attitudes.

General agreement seems to have been reached by the group as a whole on some of the questions raised. Children should be told the truth about the divorce, but in appropriate amount depending on age and ability to understand. Evasion and subterfuge should be avoided because it only increases confusion and undermines the children's confidence in the parents. What is important is to establish the kind of relationship with the children that keeps channels open for further discussion. All children of divorce feel that there is something wrong. They will continually wonder: Is something wrong with my mother? Or my father? Or with me? These recurring doubts must be met when they arise, and the children reassured.

Except in extreme instances, and then only as the result of professional advice, the children should continue to know both parents. In the long run it is better for the children to be temporarily upset, even in some conflict, than to be deprived of the other parent. Children cannot be spared conflicts in life. They need not be warped by them; they can grow through them. The parents' role is to help them absorb and understand the conflict rather than to try to eliminate it.

The parent who lives with the children should make every effort, however difficult, to keep from influencing the children against the other parent. Disparagement may become a boomerang, especially when the children grow older. In moments of rebellion, the children may build up a fantasy image of the other parent, with overvaluation. If the other parent is away a great deal too, the children may idealize him out of all proportion to the reality. During the years, they will form their own attitudes and judgments if contact is kept open. This does not mean that the mother should go to the other extreme and paint a falsely perfect picture of the father. It should be remembered that a child's love for his

parents goes far beyond the conventional virtues they exhibit. It is an intangible thing. Even if the father (or the mother, as the case may be) is actually shiftless or irresponsible, he may still have a constructive role to play in the child's life. Sometimes, too, even a "virtuous" father may have a destructive influence on a child. In other words, the absent parent must be judged as he (or she) affects the child, not as he affects his former spouse or even society.

In the matter of custody or visiting arrangements, it was strongly felt that it is important for the child to be rooted in one place. He should be able to say: "*This* is my home; *that* is where I visit." The details of practical arrangements are not as important as the spirit in which they are carried out. However, all plans should be periodically reviewed to meet the changing needs of the changing child as time goes on and conditions alter.

However special the problems in divorce may seem, it was emphasized that there are problems in the rearing of children that occur in *all* homes, and in some instances children in a divorced home are better off than children in homes where there is unhappiness and dissension. Children can be made to understand that although their parents failed in their particular marriage, this does not condemn marriage itself as an institution. "We have failed in our marriage, but this does not mean that you won't do better." This attitude, by whatever means, should somehow be conveyed to the children.

The next issue of *CHILD STUDY* will be on "Children in Our High-Pressure World" and will report fully on the Annual Conference of the Child Study Association to be held on February 27th at the Hotel Statler in New York.

List of Children's Books

A selected list of outstanding books for children published during the past year has just been issued by the Child Study Association. The selections have been made by the Association's Children's Book Committee, a group representing a cross-section of parents, teachers, and librarians. The titles are arranged in age and interest groupings with a brief description of each book. The pamphlet list is available at 25 cents for a single copy (special prices for quantity orders).

All of the volumes listed are on exhibit at the Association's headquarters at 132 East 74th Street, New York, open to the public from 9 to 5 on weekdays. Parents and others who welcome help in purchasing and selecting reading for young people are invited to examine the books on exhibit there.

Books for Children on Religious Themes

MANY parents today feel strongly the need to hand on to their children the ideas and beliefs which they feel to be important, to help their young people find a good way of life. Many want to introduce their children early to the beauty and the fundamental concepts of the Bible; others, to foster a religious training already begun in Sunday school. There is an increasing demand for books which will help in these ways, and there is an increasing supply to meet it. Each parent's selection of books will, of course, be guided by what he feels is best for his own child. It is important, too, to consider how the book will be used, whether to be read aloud as family reading and discussed and amplified, or to be read alone by the child. In either case, much will depend on the orientation the parent can supply, and even more on the parent's willingness to discuss sympathetically the questions that will be raised. For no book alone can do the job of forming a young child's conceptions. Obviously, a parent who familiarizes himself first with the material his child is reading will be much more useful when called upon. Shared reading of this sort can build new and surprisingly strong bonds.

There can be no rule of how to start off a young child's reading in this field. One good modern way, however, is to begin with the familiar, teaching a way of life from what the child already knows of the world about him. Bible stories of ancient times may seem remote to some children until they have had some other introduction to the Bible. For the very youngest child the picture book touching on religious feeling will often serve as a good beginning. There are many books of this kind on the market and parents will want to select carefully from among them, avoiding those whose overelaborate, too-decorative and often sentimental illustrations tend merely to distract the child. Such a book as *A Child's Grace*, by Ernest Claxton (Dutton), is a simple and usable picture book for children as young as three years old. The large photographs related to everyday experience illustrate reverent and childlike verses. *Prayer for a Child*, by Rachel Field (Macmillan), has had wide recognition. The full-page drawings of familiar home surroundings create a happy atmosphere and a sense of warmth and friendliness. *A Child's Book of Prayers*, selected by Louise Raymond (Random House), containing more conventionalized and less realistic drawings by Masha, is suitable for children from five

to ten. Another picture book which will be as interesting to parents as to children is *A Little Child* (Viking), with Bible verses of the Christmas story chosen by Jessie Orton Jones. The very human drawings by Elizabeth Orton Jones show an everyday group of young schoolchildren acting out a dramatization of the text with simple homemade costumes and properties. *The First Christmas*, by Robbie Trent (Harper), is a very simple story of the Nativity for the youngest. The stylized drawings in color by Marc Simont add greatly to the appeal of the book.

The Westminster Press has lately published a series of inexpensive books, many of which are based upon the idea of teaching religion through a knowledge of everyday standards of behavior. Children can easily identify themselves with these stories of family living and through them come naturally to their first simple questions and thoughtful answers. Such books tend to build a sound relationship between church and family, between spiritual values and the natural world. Although the Westminster series is uneven, with the writing and illustrations often inadequate, we welcome this attempt to make books of this kind available and at moderate prices. In the group for preschool children our choice would be *The Little White Church*, by Imogene M. McPherson, and two books by Dorothy Westlake Andrews, *Davie Decides* and *Holiday for Helpers*. Despite occasional lapses into sentimentality the latter does build a very nice feeling of community living, with parents and children of a sound middle-class background working together over a new Sunday-school room. For somewhat older children, *God's World and Johnny*, also by Dorothy Westlake Andrews, is one of the best of this group. A little farmboy asks questions and the answers he gets are given in terms of what he sees about him. *Thine Is the Glory*, by Florence M. Taylor, for children who are beginning to read, is a story of a family group discussing the meaning of the Lord's Prayer. The children interpret the words in their own way so that the prayer comes to have real meaning for them.

Parents who prefer to start their children directly on stories retold from the Bible will find many to choose from, written in the language of today. *A Small Child's Bible*, by Pelagie Doane (Oxford University Press), includes seventy stories of the Old and New Testaments, each condensed to a

single page. The book has appealing illustrations in full color. *God's First Children*, by Esther Salminen (Roy), contains rather freely rewritten tales from the Old Testament. The unusual pictures by the Swedish artists Kaj and Per Beckman have a fine quality not often found in books for children. *The Golden Bible*, selected and arranged by Elsa Jane Werner and illustrated by Rojankovsky (Simon & Schuster), has a group of well-chosen Old Testament stories which retain their original robust flavor. In Nancy Barnhart's *The Lord Is My Shepherd* (Scribners) stories are to be found from both Testaments although the emphasis is upon the earlier stories. The drawings by the author are from original sketches made in the Holy Land. From the Westminster series we should like to include in this group *In the Beginning*, by Robbie Trent; *People of the Promise*, by Elizabeth Honness; and *Once Long Ago*, by Mary Owen Bruce, all for very young children.

In Bible Days, by Gertrude Hartman (Macmillan), for children from ten to fourteen, presents the stories chronologically, as an historical account of the times. The clear writing and well-assembled material, with modern interpretations of unaccountable happenings, make this a valuable book. The illustrations include a number of maps which add to the book's practical use. The same quality of reasonable interpretation of supernatural events will be found in Dorothy F. Zelig's *The Story Bible* (Behrman House). This book, also by a skillful author, is written with sensitive feeling. It is the first of a projected series and covers the time from Abraham through the life of Moses. The text has been enriched with unusual additions from the legends of the Midrash.

Books which recreate Bible times with fictional material supply additional background for understanding the Biblical stories. They are often written from the point of view of a child living in the period, and so convey more vivid feeling for the people, customs, and ideas of the times. Outstanding among these is the newly published biography, *Moses*, by Katherine B. Shippen (Harper). It is an excellent account of the leadership of the Jewish people from slavery into freedom, full of dramatic impact for modern children. Here too will be found expertly handled realistic explanations of supernatural and mythical events. This kind of writing represents a definite trend to be found in the best of the contemporary religious books. The modern child will approach Bible history the better for these plausible accounts. Other books in biographical form centering on Biblical characters are *Luke's Quest*, by Caroline

Dale Snedeker (Doubleday), and *Young King David*, by Marian King (Lippincott). *Men Called Him Master*, by Elwyn Allen Smith (Westminster), is a life of Christ suitable for children of twelve and over. It is a powerfully written account of the teaching years. In particular it gives a realistic and vivid picture of the disciples and what sort of men they were. The crucifixion scene is almost too strong yet seems to avoid building anti-Semitic feeling. *The King Nobody Wanted*, by Norman F. Langford (Westminster), is another life of Christ written more briefly and for younger children. Three readable books with a fictional character as hero, for children nine to twelve, are *Ten Days Till Harvest*, by Elsa Ball (Abingdon-Cokesbury), *Stephen, the Boy of the Mountain*, and *Nathan, Boy of Capernaum* the latter two by Amy Morris Lillie (Dutton).

One of the finest of the books containing direct quotations from the Bible is *The Book of Books*, the King James Version of the English Bible abridged and arranged with editorial comments for young readers by Wilbur Owen Sypherd (Knopf). This book has been beautifully designed and illustrated by W. A. Duggins. A good part of the Bible is actually here presented with a careful index and under broad headings such as historical and biographical narrative, dramatic poetry, and writings of the prophets. Here is an excellent introduction to the original source of religious education. *Many Mansions*, by Jessie Otto Jones (Viking), contains a fine selection of Biblical passages, many of which are connected by explanatory paragraphs. The book has been arranged with taste and feeling and is enhanced by Lynd Ward's illustrations.

Most of the books that serve as commentaries on Bible material and study guides are for a much older group. When young people have reached the stage when they are interested in this kind of reading they will want books on an adult level. A book such as *The Drama of Ancient Israel*, by John W. Flinn (Beacon), written for young people, will appeal to adults as well. Using both historical and recent archeological findings, the author presents new facts on the pre-Hebrew period and seeks greater perspective on the early background of Israel. *The Old Story*, by Hulda Niebuhr (Westminster), is a well unified account of the Bible written for junior-high school boys and girls. The concept here, however, of God as a personality who directs historical and personal happenings may not be congenial to all readers. As a social study of the life and customs of the

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Book Reviews

The Mature Mind. By *H. A. Overstreet*. W. W. Norton & Company, New York, 1949. 292 pp. \$2.95.

It is comforting to find this book high on the list of best sellers though the author would be the last to claim that anyone can achieve maturity by reading about it. What the reader does get, however, is the feeling that maturity would be a good thing for human beings to try for, and the additional assurance that it can be achieved. The author's own personality as it comes through his writings, wise and calm and witty and balanced, gives evidence of this.

In developing his concept of maturity within an individual, and then applying the same principles to society as a whole, Professor Overstreet has given us a brief history of the significant psychological and educational discoveries and trends in the last hundred years and shown how they were possible only after other sciences had developed to a certain point. Out of the sometimes conflicting and always confusing welter of psychiatric data available today, he has distinguished the basic patterns that are irrefutable and unmistakable.

This is not a book on "Child Development" nor a book on "How to Be a Good Parent" nor a book on "How to Get Along with Russia." The reader, however, whether he works in the State Department or in a nursery school, will find that his tools for self-appraisal have been sharpened and his capacities for resolving his problems have been increased.

HELEN STEERS BURGESS

Psychosocial Development of Children. By *Irene M. Josselyn, M.D.* Family Service Association of America, New York, 1948. 134 pp. \$1.75.

This book is small in size but extraordinarily compact; its content is richer than that of most books many times its bulk. The author, a practicing psychiatrist and psychoanalyst, has conducted a course for social workers at the Midwestern Regional Institute of the Family Service Association of America for several years and the present volume is an outgrowth of her lectures. She has portrayed the emotional maturation process — both the normal process and the more usual deviations — and the environmental factors that may influence it, thus bringing

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BOOK REVIEWS

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together the traditional points of view of the psychiatrist and the social worker in an attempt to see in the round the whole picture of a child's growth. Although the book was written for social workers, it will be helpful to anyone, parent or professional, who is interested in a clearer understanding of the patterns that lead to, or interfere with, emotional health.

The subject matter includes prenatal factors, infancy, the training period, the Oedipal period, latency and adolescence, in addition to more general chapters about the meaning of behavior, inherent capacities and environmental factors, and the emotional maturation process; and there is a final chapter on the case-worker as therapist. A good bibliography has been appended, but unfortunately there is no index, which would have provided an additional use for the book as reference.

Dr. Josselyn is one of the rare authors whose presentation of complex material is beautifully clear. In addition, she has a gift for bringing abstract theory to life and giving the reader a vivid realization of what a child actually lives through who is being toilet trained, for example, or who is struggling with the Oedipal conflict, or who is in the throes of adolescence. Her book presupposes an acquaintance with Freudian psychology, but it is written in language that is easily comprehensible to the non-professional without the overpopularization that detracts from the dignity of many books meant for laymen. Illuminated by her sympathetic understanding, it has the special value of providing real insight into the meaning of concepts that have been presented only intellectually in other texts.

KATHERINE E. HYAM

BOOKS FOR CHILDREN

(Continued from page 52)

people of Biblical times, *Bible Days*, by Meindert DeJong (Fideler), will have its use for young students. The black and white drawings by Kreigh Collins are particularly interesting and add to the factual information.

In sifting through the material written recently on religious subjects for children we find surprisingly few books which have set out to stress a sense of unity with all religions and build a wider under-

standing of religious thought. If we are ever to break down intolerance, our young people surely must know more of each other's thinking the world over. They will need to inquire more intelligently into the questions of life and know that they are the same for us all. On the title page of *One God: The Ways We Worship Him*, by Florence Mary Fitch (Lothrop, Lee & Shepard), is the quotation "Have we not all one Father? Hath not one God created us?" Not many books for children have ever placed emphasis on this quality of an interfaith understanding. In *One God*, the author has described the different ways of worship for Jews, Catholics, and Protestants and clearly illustrated the text with fine photographs. This book was followed by another by the same author, *Their Search for God: Ways of Worship in the Orient* (Lothrop, Lee & Shepard), again illustrated with excellent photographs. *His Messengers Went Forth*, by Julie Chanler (Coward-McCann), is a book dedicated to the same purpose. Here the author's theme is to show how the Golden Rule appears, with little variation, in every religion. A far more complete work on comparative religions is the outstanding *Tree of Life*, edited by Ruth Smith (Viking). This is a fine selection from the religious literature of many lands, full of the universal truths and the moving experiences of mankind.

While placing high value on such books of broad appeal we recognize also the need for books of a more specialized nature. There are many worth-while books prepared specifically for denominational use, which will help round out the student's knowledge of his own religion. Textbooks for Sunday-school use have not been included in this survey.

Parents should not overlook the fact that the Bible itself can make excellent reading aloud to children at a surprisingly early age. A certain amount of judicious skipping of unfamiliar language may have to be done. But if a parent knows his way in the Bible and will select stories with dramatic power, such as the moving account of Joseph and his brothers, he will find he can easily hold the interest of his young audience. Such family reading directly from the Bible can go along with the kind of supplementary material which has been mentioned here. The quality of timeless beauty and the depth of feeling expressed through the language of the Bible has the power to speak for itself.

ALICE GRAEME KORFF

For the Children's Book Committee

The books mentioned in this article are on exhibit at the Child Study Association, 132 East 74th Street, New York.

Testimonial to Mrs. Gruenberg

ELIZABETH POPE

TO honor Sidonie Matsner Gruenberg upon her retirement as director of the Child Study Association of America, some three hundred friends and associates gathered for luncheon on January 12 at the Hotel Delmonico in New York. The luncheon, originally planned as a personal tribute to Mrs. Gruenberg, turned out to be almost equally a tribute to the parent education movement with which she has so long been identified. This is not to say that personal appreciation was lacking. On the contrary, speaker after speaker, with warmth and sincerity, hailed Mrs. Gruenberg for her great human qualities.

Chaired by Lyman Bryson, the luncheon featured short talks by Anna W. M. Wolf, of the Association's Family Counseling Service; Lawrence K. Frank, director of the Caroline Zachry Institute of Human Development; Dean Millicent C. McIntosh of Barnard College; Dr. Arnold Gesell, former director of the Yale Child Development Center; and Dr. Ernest Gruenberg, the guest of honor's psychiatrist son, and newly appointed executive director of the New York State Commission on Mental Health. A score of other persons — whose names read like a Who's Who in family relations — were asked to rise and be seen.

Due to the unavoidable absence of Dr. Mary Fisher Langmuir, president of the Child Study Association, Mrs. George Van Trump Burgess, vice-president, welcomed the guests and sounded the keynote of the day's proceedings. She said that Sidonie Gruenberg and Child Study (both the organization and the movement) have become, through the years, virtually indistinguishable. Mrs. Burgess read excerpts from a letter from Dorothy Canfield Fisher:

Is it possible that Mrs. Gruenberg has come to the age of retiring from active direction of the Association? I know I have no right to be surprised at this event, since I myself am retiring from active work as rapidly as possible. But I am just an ordinary human being, and Mrs. Gruenberg has always seemed to me to be a sort of superwoman. But I suppose even a superwoman does come to the time when she feels she must step aside and leave the work which she has so wonderfully done to be carried on by the younger generation. . . .

Mrs. Gruenberg has been from the first, and still remains, my ideal of how to lead a movement for improving the status of the children in the modern world. Not a single one of all the million of possible mistakes has she ever made — that I ever heard of. And what active, positive leadership she has given!

Letters in a similar vein from Beardsley Ruml and from Katherine Lenroot, chief of the U. S. Children's Bureau, were read by Mr. Bryson. Speaking for himself, the chairman described the two qualities which he feels are outstanding about Mrs. Gruenberg — first, the fact that she is professionally an exponent of good motherhood and at the same time is "not afraid to trot out her own children"; second, the fact that she is not only the kind of person people admire, but the kind they would like to be like.

Each of the speakers discussed Mrs. Gruenberg's career from a different point of view. Mrs. Wolf, associated with her for twenty-one years on the staff of the Association, commented on "her pioneer spirit, her tremendous resourcefulness and courage in the face of obstacles." Said Mrs. Wolf, "From the beginning, she imbued the Association with her own scientific spirit, her warmth, sympathy, and humanity."

Mr. Frank recalled the early days of the parent education movement and the difficulties in the twenties of an official mental hygiene movement that believed only in early diagnosis and therapy, to the complete neglect of preventive efforts. He lauded the Child Study Association for making the insights of the new psychology understandable to the public, and Sidonie Gruenberg for so ably preparing the way for her successor.

To Dean McIntosh, Sidonie Gruenberg is primarily an educator — the rare kind who can educate people without their even being aware of it. She told how Child Study Association books, pamphlets, and speakers had won over a hostile private school staff in the thirties and how *We, the Parents* had succeeded as a textbook for adolescent girls where the Bible itself had failed.

Mrs. Gruenberg's son, Ernest, spoke for her four children. He assured his audience that although at times the young Gruenbergs had very much resented the Child Study Association, the resentment was gone now and they were all very proud of their mother's accomplishments.

Dr. Gesell's remarks were concerned with the early days of the parent education movement.

Frank E. Karelsen, Jr., for twenty-seven years a Child Study parent (and grandparent) and a veteran of many years on its board, gave Mrs. Gruenberg a check representing a Gift Fund from the board and

from her many friends, and a citation which read:

Presented to Sidonie Matsner Gruenberg from her friends and co-workers as a tribute to her inspiring and energetic leadership in Parent Education, and in warm appreciation of her unique contribution in her long service as Director of the Child Study Association of America.

In accepting, Mrs. Gruenberg said that her feelings were those of deep humility and gratitude. She said that she had never worked as an individual, but always as a member of a team — the Child Study staff, or its board of directors, and lastly, but most important, a husband and wife combination. Her husband, Dr. Benjamin C. Gruenberg, she said, was the secret to whatever she had accomplished. It was he who was co-author of every book and article; he who had been consultant on every project, contemplated or actually undertaken.

Mrs. Burgess, in closing the meeting, paid tribute to two board members who had instigated and made possible this tribute to the director — Mrs. Hugh Grant Straus and Mrs. Lee S. Hartman. She said also that the Association's most important gift to its retiring head lies ahead and that it will consist of steadfast work toward better family life for all America.

PARENTS ARE CHILDREN, TOO

(Continued from page 39)

feels in a given situation. But the parents under discussion were still so sensitive to their own needs that either they became blind to the needs of their children or they confused their needs with their children's. Such distortions are typical of emotional immaturity and consequently handicap the parent.

The story-book parents described above wanted to preserve their rights as only children. On the one hand, they rejected both their children as intruders; and on the other hand, after the birth of the second child they overprotected their first as if she were only another version of themselves. The second child was resented and neglected for upsetting their lives anew. By their unequal treatment of the two children, these parents increased the normal antagonism between sister and brother. The children were thus denied the healing effect of sharing their hostility against the parents as well as their guilt, and of soothing each other's hurt. The parents had each other, but their

children were emotional waifs without anchorage.

When the father of "a handful of girls" mothered his baby sisters and brothers and later his own baby daughters, by identification with the babies he satisfied his own need to be mothered. So far, so good. But when he rejected his daughters as he felt he had been rejected, and thus avenged his childish wrath, he made them the hapless victims of his distorted identifications. The father's fickle favoritism divided the family, but it united the four older sisters in their common grievance against their father and in their hostility to the youngest sister. Though she was richer than they in the favors of her father, she was poorer by far in the approval of the sibling "gang." Acceptance by brothers and sisters as well as by both parents is essential to the formation of a healthy personality.

The mother who was an exponent of equality between sisters and brothers defeated her own purposes because she identified her son with her brother and punished the son for the "sins" of the brother. Her overidentification with her daughter was less pathological and less damaging. In this family it was easy enough for the sister to foster the submissiveness of her brother which had been unwittingly started by the mother. By the time the girl was a bumptious two-year-old, her brother was already such a passive five-year-old that he enjoyed following her leadership. Fortunately the mother became aware that something was wrong when the children were still young, for such a reversal of roles is detrimental to both.

As for the unfortunate, clan-entangled mother, her identification with the clan tied up her emotional energies, leaving very little for husband and children. In this sense she was still the child of the clan. Her children, who she hoped would increase her prestige, only increased her conflict. Just as these children were forced to clutch at the mother out of need and anger, so they clutched at each other out of despair.

Too much of a burden is placed on parents when an unrealistic degree of maturity is expected of them by virtue of their parenthood. Or when too much reliance is placed on the unrealistic hope that experience can make up for emotional immaturity. It is possible that the thinking underlying parent education is not clear enough on the difference between guidance in practical experience and guidance toward emotional maturity. The unclarity may be partially due to a reluctance to recognize the child in the parent and deal with him on that level. This paper was formulated in the hope of removing the onus from such an approach.

Group Prejudices in Young Children

A PIONEERING study to explore the genesis and incidence of group prejudices in young children was undertaken last year with the cooperation of the Philadelphia public schools. The authors of the report on this project state that some of the findings are challenging to some traditional assumptions of education in this field.

The primary concern of this research was to find out whether, and to what extent, young children are aware of racial and religious groups, young children's attitudes toward such groups, and whether membership in such a group affects the young child's concept of self.

The children's reactions toward racial and religious groups were obtained through the use of a series of pictures (Social Episodes Test) and a standard set of interview questions accompanying each picture. Attitudes and concepts concerning Negro and white, Protestant, Catholic, and Jewish groups were studied. The 250 children in the project were attending six Philadelphia public schools in which various racial, religious, and socio-economic groups were represented.

Summarizing the data obtained in the responses of these five-, six-, and seven-year-old children, the report concludes that at that early age the children clearly reflected the adult patterns of rejection and hostility toward Negroes. Such rejection was found in the responses not only of two-thirds of the white children but also in nearly one-quarter of the Negro children as well. In addition, 74 per cent of the Negro children thought that a Negro child would prefer to be white and 73 per cent of the white children did not expect Negroes to prefer their own race. There was little variation among the different neighborhoods in the responses of white children with respect to the percentage displaying prejudice or the kinds of stereotypes held about Negroes. Also, the presence or absence of Negro children in the school appeared to have little influence on the attitudes of white children.

The responses of the children were by no means mere repetitions of adult conversation. They included elaborations which described community mores, norms of behavior between the races, sanctions from authority, and feelings of personal aversion. In addition,

children at this early age offered involved rationalizations for their feelings of hostility.

In another phase of the investigation, it was found that roughly three-quarters of the white children recognized and gave some definite meaning to one or more of the religious groups. Projection of religious-group hostility varied from themes with personal involvement in the hostility, to the recounting of values relative to being a member of one group or another. Jewish children gave evidence of greater concern with group belonging than did Catholic or Protestant children. While the words "Catholic" and "Protestant" evoked more expression of acceptance than of rejection, the reverse was true of "Jewish." Neighborhood variations did not alter the ratio of high rejection and low acceptance of "Jewish" by non-members of the group.

The conclusion is drawn that, contrary to the belief of many educators, five-, six-, and seven-year-olds not only are aware of group differences but have formed definite antagonisms to persons because of their race or religion. Children of every group show prejudice toward other groups, and the child's membership in his own group has an important effect on his beliefs and behavior. Fundamentally, the meaning of each group to the children "is a more or less faithful reproduction of the patterns of group prejudice in the adult culture."

The data were examined to see if there was any correlation between attitudes and specific aspects of personality or environment. In addition, limited case studies were conducted of a few children whose test records illustrated various types of responses to group awareness and prejudice. It was found that incidence of prejudice did not correlate with the neighborhood, or awareness of differences, or sex, or individual personality traits, but did increase with age. On this point the conclusion is drawn that, "considering the total sample of children studied, the impact of dominant cultural values regarding race and religion is greater than the influence of individual variations in environment and personality."

The workers on this project point out that the data in this study challenge the following beliefs held by many educators:

That awareness of racial, religious, socio-economic differences does not develop until late childhood; furthermore, that young children do not have prejudice.

Much of the above summary is taken from a synopsis of *Social Perceptions and Attitudes of Children*, the report of the Philadelphia Early Childhood Project, available without charge from the Bureau for Intercultural Education, 137 West 13th Street, New York 11, N. Y.

That if children of different racial, religious, and socioeconomic groups work together in friendly classroom and school, the children will carry these attitudes of friendliness over to relations outside of school.

That schools with a homogeneous population have no problem of inter-group attitudes.

That young children do not understand and are not interested in group differences.

That the primary cause of prejudice is emotional insecurity.

That teaching about democracy will wipe out undemocratic attitudes; that emphasis on fair play, brotherhood, tolerance will result in the practice of good human relations.

In addition, the authors of the report point out that the study shows the need for public schools to take an active lead in helping children unlearn their prejudiced attitudes, so that they may live successfully in a democratic society made up of many different groups. Such programs, the authors say, must be part of the child's education from the very beginning, particularly since, according to the findings, the percentage of children who express prejudice increases with age.

The study was made under the joint sponsorship of the Philadelphia public schools, the Bureau for Intercultural Education, the Research Center for Group Dynamics of Massachusetts Institute of Technology, and the Philadelphia Fellowship Commission. The research was known as the Philadelphia Early Childhood Project.

The findings of this study, written by Marian Radke, formerly of the Research Center for Group Dynamics, Massachusetts Institute of Technology; Helen G. Trager, director of Age-Level Studies, Bureau for Intercultural Education; and Hadassah Davis, were recently published in the Genetic Psychology Monograph series under the title *Social Perceptions and Attitudes of Children*.

THAT DEAR OCTOPUS — THE FAMILY

(Continued from page 37)

equal sincerity and conviction on both sides, often become the closest and truest friends. It is not uncommon to observe children and young people who, when apart from each other, proudly proclaim the merits and achievements of their brothers or sisters even though the battles at home seem constant and bitter. With patience and understanding, particularly from the parents, home can become an effective proving ground for democracy, so effective that the

children who seem to be irrevocably hostile grow up not only to tolerate each other but to enjoy each other even because of their different personalities and interests and abilities.

I have no doubt that it is the families in which children have been permitted, within the framework of a reasonable respect for law and order, to spill out their natural hatreds and hostilities in a healthy way whose members remain united in spirit by spontaneous loyalty and devotion in the later years when they have parted and gone their several ways. Even from being harmful, the expression of their hostile feelings leaves the children free to express and therefore to enjoy their friendly and affectionate feelings. It is those who have been allowed to fight the octopus to know his full power and weakness, who at last learn how to turn him from a ruthless old tyrant into a willing and faithful servant.

There are many today who feel that family life has degenerated, who would have us go back to the securities and stabilities which in retrospect seem massive and so solid. I for one am not so disposed. The impressive edifice of the past was, I believe, in some respects a façade behind which there often lurked unreality, unfulfillment, and stark tragedy. True, there is tragedy enough in our family life today. But it is better in the end, I think, to be compelled to build anew than to be persuaded to patch up an outworn and unserviceable structure. The materials for the task of rebuilding are coming to hand. And if we have the art to use them aright, I believe we may raise up a quality of family life which, just because it recognizes and comes to terms with the realities of human nature, will answer well the need of the new age which lies before us. And if the structure carries as its insignia the figure of an octopus, benign and smiling — well, why not?



THE CASE OF GEOFFREY, A TWIN

(Continued from page 45)

aware. It was not merely that he wanted to be near his mother, as his doctor had suggested, and as the boy discussed with the counselor. What was even more important, as the boy revealed his deeper thoughts through the medium of stories and drawings, was his underlying fear not of anything specific in the outside world but of his own inner feelings, and particularly of his aggressive impulses against his brother with whom he was in constant association and competition. Yet he loved his brother at the same time that he hated him; Bob was alternately his ally and his enemy. These conflicting and ambivalent feelings created constant difficulties for him as they do so often for all children as they work out their position in the family.

It is possible that the situation was precipitated by Bob's accidents, although this was never clearly revealed; Geoffrey may have felt that in some way he was responsible for them, even though he was not present when the first one occurred. In a child's world, to have wished something, like injury to a brother, puts him in a position of feeling as if he had made it come true. If it actually happens, he feels it is his fault. In any case, Geoffrey seemed to be afraid of what he *might* do, and therefore needed to remain within the protection of his mother's presence so that she would keep him from acting in a way he knew would be wrong. In his relation with the counselor, he came to face some of the feelings and wishes that had made him so uncomfortable and, recognizing that others felt as he did, he was no longer so afraid of them. Thus he was helped to face and resolve this preoccupation with his ambivalent feelings, feelings out of which had grown the difficult behavior which first brought his mother to the agency. Once this aspect of the boy's problem was solved, his normal development could proceed.

Another important aspect of the problem seems to have been the fact that up to this point Bob had always been the one who needed — and got — more parental attention and protection. Geoffrey's refusal to go to school may have been his way of appealing to his parents for the recognition he felt he had been denied. The mother's natural impulse to protect the weaker of the two boys had therefore to be counter-balanced. As she came to understand more of what lay beneath the surface, she responded to Geoffrey's need of her with sympathy and affection. Recognizing that in protecting Bob she had not only aroused

Geoffrey's jealousy and aggression but had also discouraged him from expressing these feelings, she began to let the two boys work out some of their differences without her. Her newer attitude freed Geoffrey so that he became less dependent on her and better able to face the world.

This case typifies some of the underlying tensions between children in the same family, thrown more sharply into focus because these boys were twins. It also reveals many typical aspects of twin relationships, substantiating some recent studies from psychiatric sources. The closeness and absorption of identical twins in one another, to the exclusion of even their parents at times, has been generally recognized; there is a growing awareness that deep unconscious antagonisms may also be present even where there is no apparent fighting as there was with these boys. Such antagonisms may well be one of the means by which each twin struggles to separate himself from the other, to free himself from his other self in order to emerge as an individual in his own right.

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The Editors' Mail

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of the magazine. For the most helpful answer received to the following questions, we will send free a copy of "We the Parents," by Sidonie M. Gruenberg. Write briefly and explain the reasons for your preferences. Letters must be mailed by April 15, 1950.

1. Which article in this issue have you found most helpful and interesting and why?
2. Which topics have interested you the least and why?
3. What subjects do you wish to see treated in future issues?
4. What regular features—Parents' Questions, Suggestions for Study Groups, Radio, Children's Books, Book Reviews—do you find most useful?

Are you a parent, a professional worker or both?

Address Editors, CHILD STUDY, 132 East 74th Street, New York 21, N. Y.

Letters about the Winter issue of the magazine came from many places — from Sweden to California. We wish space permitted us to print more of them, particularly part of one that disagreed with some of the articles. The following excerpts were chosen because they make additional thoughtful contributions to the discussion of "Other People in Your Child's Life." A copy of We, The Parents, goes to Mrs. Ruth L. Rosenfeld, of New York, for the most helpful letter.

THE EDITORS

DEAR EDITORS:

. . . I liked especially Monica B. Owen's contribution to the Winter issue of CHILD STUDY. Her article was well balanced. It showed the benefits of an ideal relationship between the home and the school, and it criticized the mutually defensive attitudes that may hinder parents and teachers. The author made specific suggestions for adjusting differences. . . .

One group of people which your issue on "Other People in Your Child's Life" touched upon but left unprobed is the other parents in the community. Meeting at the church supper, at the school door,

in the market, or in the park, parents exchange their ideas. Sometimes they help one another, sometimes they mislead each other.

When members of a group think alike, whether they are "old-fashioned" or "modern," it is easier to get along. But the mother of the thumbsucker, who is convinced he should be ignored in this habit, finds little relaxation in a park where thumbsucking is scorned. The lady who enjoys cuddling her crying infant may well admit that a bit of her pleasure is cramped by the sidelong glances of neighbors who believe the child is being spoiled and should cry it out.

On the other side of the picture, there is the ideal community where each parent feels he has a stake in every child's happy living; where mutual helpfulness is the healthful attitude prevalent, not carping criticism; where children find contemporaries enough to make a gang and mothers supervise sitters for each other. They exchange tips on child care and join in happy holidays to replace the old large family.

The other mother in the neighborhood may be as important to a child as his teacher, especially when her son and this child are pals. If the parents involved think alike, then again it may be quite easy. . . . If, however, there are sharp differences of opinion, there's room for the same talking through to an understanding that helps the school-home situation. . . .

MRS. RUTH L. ROSENFELD
New York, N. Y.

DEAR EDITORS:

Which article did I like most in the Winter issue of CHILD STUDY? "Outsiders Who Live with Our Children," by Dorothy Canfield Fisher, first because of her style of writing; second, but more important, because her topic is one I have considered often in regard to my cherubs, a girl of nine and a boy seven years old.

Mrs. Fisher didn't mention one group of outsiders that I have felt are very necessary. Because my children's father died when they were one and three, I have made a conscious effort to introduce some men into their lives in a fatherlike relationship. Summer vacations with their uncles, a fine young man who is their elementary-school principal, family friends, neighbors, and young friends' fathers have all contributed valuable experiences.

Mrs. Fisher's article suggested to me that the wish

for younger brothers and sisters might be partially satisfied by borrowing a child occasionally. The arrangements have been made and a ten-month-old boy will spend a three-day weekend with us while his young parents participate in a ski trip. . . .

This article has inspired a portion of my next Monday's radio broadcast on the local "Farm and Home Forum." So many instances come to mind of a chance friendship, a gift of a foreign coin, a vacation with an entomologist, or a summer job which opened whole new vistas to an inquiring child. . . .

Looking at my own and my friends' family life, I think the greatest need of many families is to simplify their children's and their own lives and activities. Our days are so full of television and movies, meetings and lessons that the enjoyable art of creating a whittled whistle or dressing a cornhusk doll or reading together as a family are lost in the hustle. . . .

MRS. MARIAN PRENTISS
Santa Ana, Calif.

DEAR EDITORS:

. . . It is very hard indeed to choose the article in the Winter issue of *CHILD STUDY* that I found most helpful. But I was probably most impressed by Dorothy Canfield Fisher's "Outsiders Who Live with Our Children." This paper is characteristic of what I consider to be *CHILD STUDY*'s most important function: to present up-to-date and often highly sophisticated thinking on so simple and direct a level that it cannot help but impress every reader, parent or professional. In this aspect *CHILD STUDY* differs from those journals that are geared mainly to a professional audience but at the same time complements the professional journals in a very important manner. The anxious young parent and the overeager young professional worker . . . resemble each other in resorting too readily to the concept of "problematical" behavior. Mrs. Fisher's relaxed, common sense approach appeals to the common sense capacities of the reader, and in so doing is more of a comfort than one extra page on developmental studies. . . . Mrs. Fisher includes nothing that can really threaten the status of the reader, though she certainly stimulates her reader to think. The results of this thinking one can either take or leave, but since one starts out being perfectly comfortable and free from the guilt sometimes produced by measuring oneself up to something "perfect," the suggestions contained in the article will most likely be absorbed and not rejected. . . .

MRS. RACHEL LOWE RUSTOW
Stockholm, Sweden

DEAR EDITORS:

. . . Dr. Montgomery's article, "The Doctors in Your Child's Life," was to me an especially sensitive discussion of the help professional people can give both parents and children. . . . How grateful we, as parents, should feel to those professional people who expend not only professional skill at times of crisis but give warmth and recognition of the parents' job.

Perhaps the subject I should most like to see treated in future issues is the one of cooperation between professional people and parents, all types of professional people who work with our children.

MRS. CLAIRE DANES
Columbus, Ohio

AGNES E. BENEDICT

AGNES E. BENEDICT, long a friend of the Child Study Association, died on January 5 after a brief illness. At the time of her death, Miss Benedict was director of the Center Academy in Brooklyn, New York.

Born in Cincinnati, Miss Benedict attended the Butler School in that city and was graduated from Vassar College in 1911. She studied European school systems on a fellowship and later did graduate work in literature at Columbia University. She taught in a private school in Texas and later was a social worker for the Community Service Society and for the American Red Cross. She also did editorial work for the National Child Labor Committee and was a frequent contributor to newspapers and magazines, including the *Survey*, the *Nation*, the *Christian Home*, *Parents'*, and the *Saturday Review of Literature*.

Miss Benedict was the author of several books of which most important to parents are *Progress to Freedom: The Story of American Education* (1942), *Play Centers for School Children* (1943), and *The Happy Home* (1948), the latter two written with Adele Franklin. Miss Benedict's *Children at the Crossroads* appeared in 1930. She and the late Caroline Zachry were the authors of a forthcoming book, *In the Service of Children*.

Miss Benedict was a frequent contributor to *CHILD STUDY* and a valuable member of the Bibliography Committee of the Child Study Association. A person of high purpose and deep convictions, she will be greatly missed by her many friends and by all who are interested in parent education.

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Anna W. M. Wolf, Simon and Schuster 2.75
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News and Notes

Parent Education and Family Relations

The National Committee for Parent Education planned and presented the Parent Education Section programs of the annual conference of the National Council on Family Relations held in New York the end of December. Sidonie M. Gruenberg, chairman of the board of directors of the National Committee, presided at these sessions. "New Research in Parent Education" was the subject of one. Helen C. Dawe, professor of Home Economics at the College of Agriculture, University of Wisconsin, reported on a study in "Restrictive and Facilitating Adult-Child Contacts." Dr. Raymond Sobel, chief psychiatrist at the Hawthorne-Cedar Knolls School of the Jewish Board of Guardians, reported on a study in "Family Diagnosis" undertaken by the Council Child Development Center. Marion L. Faegre, consultant in parent education in the Division of Research in Child Development of the U. S. Children's Bureau, was chairman.

With Ernest G. Osborne, professor of Education at Teachers College, Columbia University, chairman of the session, two reports of parent education programs were given. Dr. Margaret C.-L. Gildea, of the Department of Neuropsychiatry, Washington University School of Medicine, described a project in "Group Therapy with Parents of Behavior Problem Children in Public Schools," and Aline B. Auerbach described new aspects of the program of the Child Study Association in a brief talk on "Some Developments in Discussion Group Organization."

Ruth Andrus, chief of the Bureau of Child Development and Parent Education of the New York State Education Department, was chairman of a meeting on "The Role and Training of Group Leaders" at which Ethel Kawin, parent education consultant to the National Congress of Parents and Teachers, and Henry Hansburg, assistant professor of Psychology at Brooklyn College, spoke briefly and participated in the general discussion.

Mental Health

The third annual meeting of the World Federation for Mental Health will be held in Paris August 31 to September 7. The first six days of the meeting will be devoted to the discussion of scientific topics, primarily in small working groups; the number of plenary sessions will be kept to a

minimum. One topic of the conference of particular interest to readers of this magazine is "Mental Health in Education."

Reading the *Bulletin* of the World Federation for Mental Health is a good way to keep informed of international programs in mental health that are either under way or contemplated. The bi-monthly *Bulletin* is intended to serve as a link between the Federation and member associations throughout the world and to provide a forum for the exchange of ideas and information concerning the principles and practices of mental hygiene. The annual subscription is \$1.00, which should be mailed to the World Federation for Mental Health, 19 Manchester Street, London W 1, England.

The annual conference of the Play Schools Association will take the form of a Play School Week, March 14-18, under the topic "We Meet in Behalf of Children." During the first three days the year-round play schools in Greater New York, operated by the Association in cooperation with the Board of Education, will be open to visitors daily from 3 to 5 p.m., and there will be other activities culminating in an all-day conference with discussion and workshop groups for parents, teachers, health and social workers on Saturday, March 18, at P. S. 125, 425 West 123rd Street, New York. For further information write to the Play Schools Association, 119 West 57th Street, New York 19.

Creative Living

Camp Fire Girls Birthday Week will be celebrated March 12-18 through activities built on the theme "Discovery Unlimited — An Adventure in Creative Living." Camp Fire Girls, Inc., one of the country's oldest youth-serving agencies, was founded in 1910. In cities, towns, and rural areas all over the United States the membership totals more than 360,000 girls and the unofficial alumnae number more than 2,500,000.

Book Festival

The Children's Spring Book Festival will be observed the week of May 8-13. The *New York Herald Tribune*, which for the fourteenth year is sponsoring this event designed to encourage the publishing and selling of children's books throughout the year, gives cash

awards to each of three books regarded as the best published during the spring season for boys and girls in three different age groups, and selects twelve additional honor books as the best juveniles of the season. Bookstores, libraries, and schools throughout the country will display books for children during this week. A four-color poster for such displays has been designed by Barbara Cooney and is available without charge from Carolyn Coggins, *New York Herald Tribune*, Room 1105, 230 West 41st Street, New York 18. Miss Cooney has illustrated a number of books for children, including the Child Study Association's *Read Me Another Story*.

*The
Exceptional
Child*

Two annual conferences on the problems of the exceptional child will be held this spring. Under the general theme "Meeting the Needs of All the Children of All the People," the International Council for Exceptional Children will hold its meeting at the Hotel Stevens in Chicago,

March 19-23. Among the speakers will be Governor Adlai Stevenson of Illinois; Mayor Martin H. Kennelly of Chicago; Herold C. Hunt, general superintendent of the Chicago Public Schools; Arthur S. Hill, president of the Council; and Mrs. Charles Roland of the Illinois Congress of Parents and Teachers.

The theme of the conference to be held at Syracuse University, May 12-13, under the sponsorship of several departments of the university, will be "The Prevention of Maladjustment." Co-chairmen are William M. Cruickshank, head of the Laboratory for the Handicapped, and Ernst G. Beier, head of the Mental Hygiene Service. Among the speakers will be Stanley Estes, of Harvard University; Lauretta Bender and Bela Mittleman, of New York University; David Rapaport, of the Austin Riggs Foundation; Fritz Redl, of Wayne University; Wendell Johnson, of the University of Iowa; Kimball Young, of Northwestern University; and Ralph Linton, of Yale University.

DAYDREAM

Robert Wolff

Aged 16

She was beautiful, she was wonderful, she was twelve. The importance of this staggering fact becomes evident when I tell you that I was eleven.

Now, eleven isn't a bad age. One has not taken on the responsibilities of high school, nor is one too young to appreciate the finer things of life, like catching frogs Saturday nights down by Old Man Willard's pond.

But to a twelve-year-old girl, nothing is lower than an eleven-year-old boy.

I longed to carry her books home. Of course she lived only a mere hundred feet from the school—but it was the principle of the thing.

So, day after languishing day I dreamed of romantic adventures. A hundred times I rescued her from burning buildings, alligators' jaws, gangsters' clutches, and once I even broke my leg rescuing her from the top of Mt. Everest.

One day, after hearing a particularly inspiring Hopalong Cassidy adventure the night before, I gathered all my courage, dreamed my last day-dream, and walked up to her, trying to look as nonchalant about the whole matter as possible.

"May I—uh—carry your books for you?" My voice was little more than a squeak.

She giggled and ran to her house, leaving me standing in the middle of the road. I was heartbroken.

Then I saw Jean. She was beautiful, she was wonderful, she was eleven.

Now, eleven isn't a bad age. . . .